

About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2009 Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

School Results

School: King Middle School

District: Portland Public Schools

Code: 1134-1353



Fall 2009 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

Grade Level Summary Report

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	173			522			14,367			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	165	170		497	507		14,004	14,028		95	98		95	97		97	98	
Students not tested in NECAP																		
State Approved	5	3		16	11		232	212		3	2		3	2		2	1	
Alternate Assessment	3	3		11	11		188	178		2	2		2	2		1	1	
First Year LEP	2	0		5	0		11	0		1	0		1	0		0	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		33	34		0	0		0	0		0	0	
Other	3	0		9	4		131	127		2	0		2	1		1	1	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	173	5	3	165	46	28	75	45	30	18	14	8	750	497	14	52	23	11	746	14,004	9	59	23	8	745
MATH	173	3	0	170	34	20	66	39	37	22	33	19	743	507	16	36	21	27	741	14,028	19	41	20	21	742
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



Fall 2009 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

Reading Results

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

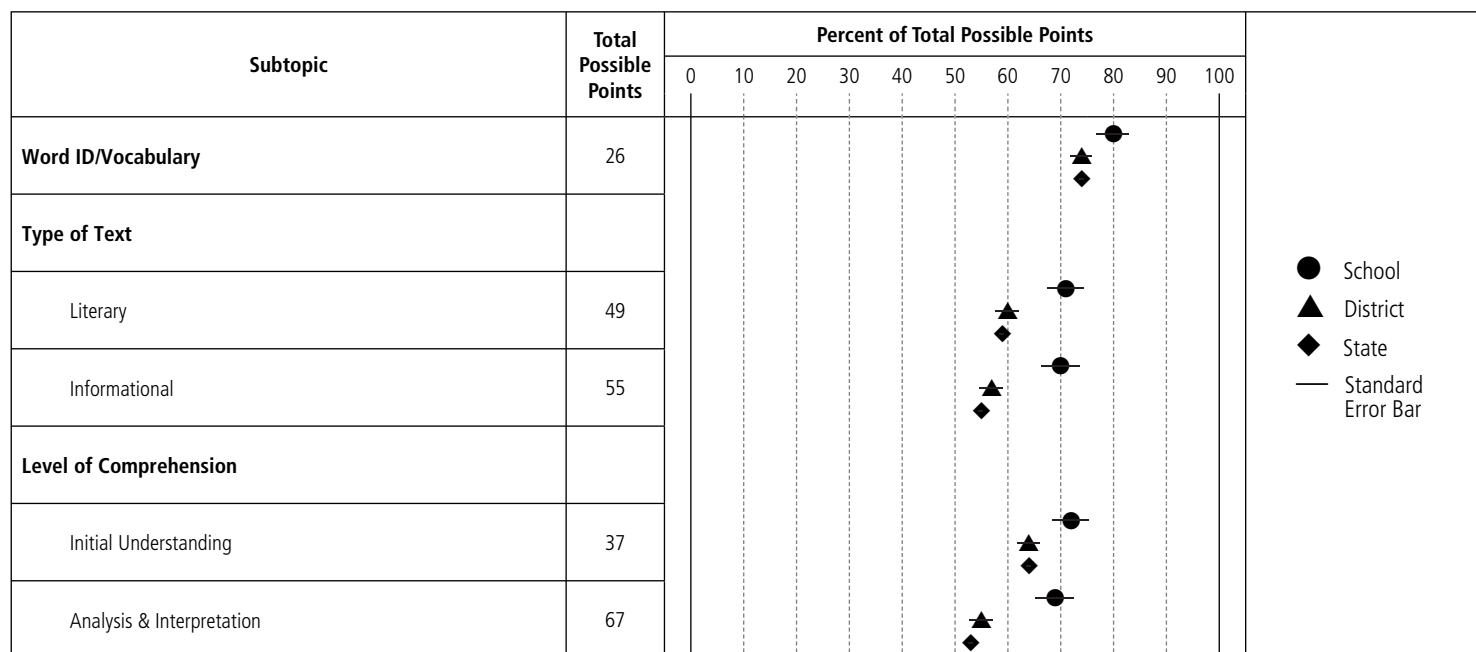
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total	173	5	3	165	46	28	75	45	30	18	14	8	750
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	522	16	9	497	69	14	257	52	115	23	56	11	746
STATE 2007-08 2008-09 2009-2010 Cumulative Total	14,367	232	131	14,004	1,317	9	8,315	59	3,220	23	1,152	8	745





Fall 2009 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

Disaggregated Reading Results

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	173	5	3	165	46	28	75	45	30	18	14	8	750	497	14	52	23	11	746	14,004	9	59	23	8	745
Gender																									
Male	92	4	2	86	13	15	44	51	19	22	10	12	746	243	7	50	28	15	742	7,257	5	57	27	11	743
Female	81	1	1	79	33	42	31	39	11	14	4	5	756	254	20	54	19	8	749	6,747	14	62	18	5	748
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										3						127	5	48	33	14	740
Asian	20	1	1	18	6	33	8	44	2	11	2	11	752	44	14	55	18	14	747	201	17	59	16	7	749
Black or African American	49	2	2	45	3	7	16	36	17	38	9	20	740	107	6	31	38	25	738	398	7	45	30	17	741
Hispanic or Latino	13	1	0	12	2	17	6	50	3	25	1	8	747	24	8	33	38	21	740	165	6	54	31	9	743
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	89	1	0	88	34	39	45	51	7	8	2	2	756	319	17	60	17	6	749	13,113	9	60	23	8	746
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	54	3	3	48	2	4	16	33	19	40	11	23	738	112	3	28	39	30	735	288	2	36	39	24	737
Former LEP student - monitoring year 1	1	0	0	1										5						14	21	71	7	0	753
Former LEP student - monitoring year 2	1	0	0	1										4						19	16	84	0	0	753
All Other Students	117	2	0	115	43	37	58	50	11	10	3	3	755	376	17	58	19	6	749	13,683	10	60	23	8	746
IEP																									
Students with an IEP	19	3	0	16	0	0	5	31	6	38	5	31	734	69	0	26	45	29	734	2,187	1	25	41	34	733
All Other Students	154	2	3	149	46	31	70	47	24	16	9	6	752	428	16	56	20	8	748	11,817	11	66	20	4	748
SES																									
Economically Disadvantaged Students	104	5	3	96	11	11	44	46	28	29	13	14	744	249	6	43	33	19	740	5,810	4	53	30	13	742
All Other Students	69	0	0	69	35	51	31	45	2	3	1	1	760	248	22	61	14	4	751	8,194	13	64	18	5	748
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	173	5	3	165	46	28	75	45	30	18	14	8	750	497	14	52	23	11	746	14,002	9	59	23	8	745
Title I																									
Students Receiving Title I Services	173	5	3	165	46	28	75	45	30	18	14	8	750	193	24	41	23	12	748	1,093	5	43	40	12	741
All Other Students	0	0	0	0										304	8	59	23	11	745	12,911	10	61	22	8	746
504 Plan																									
Students with a 504 Plan	1	0	0	1										4						286	6	60	28	6	744
All Other Students	172	5	3	164	46	28	74	45	30	18	14	9	750	493	14	51	23	11	746	13,718	9	59	23	8	745

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2009 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

Mathematics Results

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

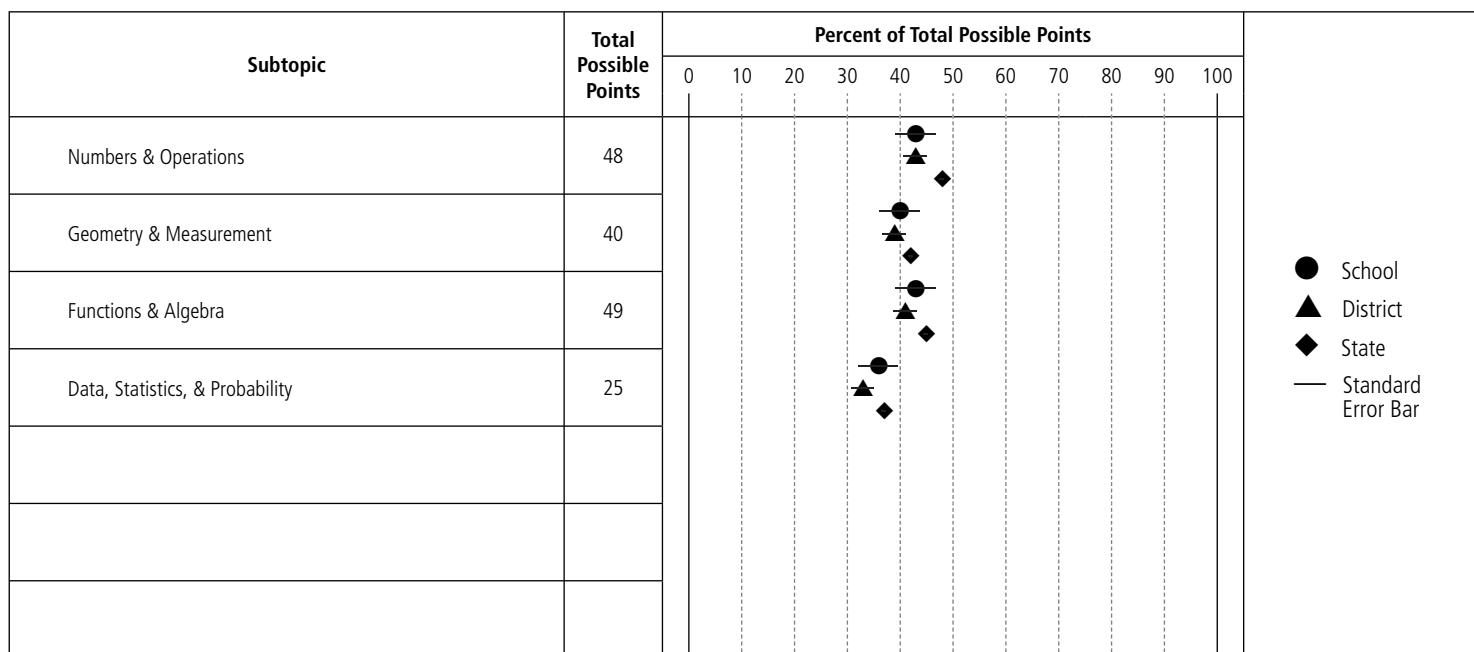
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total	173	3	0	170	34	20	66	39	37	22	33	19	743
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	522	11	4	507	81	16	184	36	105	21	137	27	741
STATE 2007-08 2008-09 2009-2010 Cumulative Total	14,367	212	127	14,028	2,602	19	5,719	41	2,820	20	2,887	21	742





Fall 2009 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2009-2010

Disaggregated Mathematics Results

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	173	3	0	170	34	20	66	39	37	22	33	19	743	507	16	36	21	27	741	14,028	19	41	20	21	742
Gender																									
Male	92	2	0	90	17	19	30	33	20	22	23	26	741	248	17	33	20	30	741	7,276	20	41	19	20	742
Female	81	1	0	80	17	21	36	45	17	21	10	13	745	259	15	39	22	24	741	6,752	17	41	21	21	742
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										3						127	6	38	23	34	738
Asian	20	0	0	20	4	20	12	60	1	5	3	15	745	47	15	51	11	23	742	205	32	40	13	15	746
Black or African American	49	2	0	47	0	0	12	26	14	30	21	45	735	111	4	24	20	52	733	408	6	28	19	47	735
Hispanic or Latino	13	0	0	13	0	0	4	31	6	46	3	23	738	25	0	28	36	36	736	168	11	31	28	30	739
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	89	1	0	88	30	34	37	42	15	17	6	7	748	321	22	39	21	18	743	13,120	19	41	20	20	742
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	54	1	0	53	1	2	14	26	15	28	23	43	735	122	2	21	22	55	733	307	3	26	22	49	733
Former LEP student - monitoring year 1	1	0	0	1										5						14	36	43	14	7	749
Former LEP student - monitoring year 2	1	0	0	1										4						19	32	53	11	5	748
All Other Students	117	2	0	115	33	29	50	43	22	19	10	9	746	376	20	41	20	18	743	13,688	19	41	20	20	742
IEP																									
Students with an IEP	19	3	0	16	1	6	4	25	7	44	4	25	737	69	3	22	23	52	731	2,198	3	17	20	59	731
All Other Students	154	0	0	154	33	21	62	40	30	19	29	19	744	438	18	39	20	23	742	11,830	21	45	20	13	744
SES																									
Economically Disadvantaged Students	104	3	0	101	4	4	34	34	30	30	33	33	738	257	5	31	22	41	736	5,828	8	37	24	30	738
All Other Students	69	0	0	69	30	43	32	46	7	10	0	0	751	250	27	42	19	12	745	8,200	26	43	17	14	745
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	173	3	0	170	34	20	66	39	37	22	33	19	743	507	16	36	21	27	741	14,026	19	41	20	21	742
Title I																									
Students Receiving Title I Services	173	3	0	170	34	20	66	39	37	22	33	19	743	198	17	36	22	24	742	1,099	5	28	32	35	737
All Other Students	0	0	0	0										309	15	36	20	29	740	12,929	20	42	19	19	743
504 Plan																									
Students with a 504 Plan	1	0	0	1										4						285	19	41	22	18	742
All Other Students	172	3	0	169	34	20	65	38	37	22	33	20	743	503	16	36	20	27	741	13,743	19	41	20	21	742

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.